

Even Start Project Implementation Plan

| Program Component or Element: Integration of Instruction | | | | |
|---|--|--|--|--|
| Objective: To connect instruction within and across components to ensure that families receive consistent and reinforced messages from all staff. | | | | |
| Strategies (activities and services) | Scientifically-based Research Foundation | Measurement/Documentation of Quality | Timeline (including interim targets) | Monitoring for Continuous Improvement |
| Build on existing high quality educational services and combine with other community services to meet families' needs by holding monthly meetings with collaborators to ensure good communication and coordination of services. | The combination of services creates a more powerful intervention than stand alone programs for any single component. (Dwyer, 2001) | Evidence of quality/success of collaborating educational and support services agencies. Documentation of reciprocal agreements to ensure a holistic approach to serving families. Clear definition of mutual goals and an articulated vision of family literacy. | Initial program planning meetings to identify the focus and common messages. Regularly scheduled monthly program meetings. | Review and revision of reciprocal agreements to address families' needs. Identify areas of need and seek new collaborations. On-going dialogue related to program quality and effectiveness. |
| Cross-component staff teams will meet regularly to discuss and design integrated instructional plans. | In highly effective family literacy programs this process becomes part of the culture [of the program]. (Popp, 2001) | Instructional plans reflect the needs, goals and interests of individual program families. Information from assessments (PEP, PPVT, PALs etc.) is used to plan instruction. Home-based instruction provides an opportunity to practice what is learned in parenting education. | Weekly team meetings for planning, monthly team meetings for monitoring progress. | Families' level of participation (intensity and duration) is monitored and interventions designed as needed. Participants' instructional progress is monitored and |

| | | | | |
|---|---|--|---|--|
| | | | | appropriate interventions implemented as needed. |
| All program staff participate in professional development that is explicitly connected to the goals of Even Start | The program itself is a learning environment. There is a common sharing of knowledge and skills among staff, and there are opportunities to reflect on the effectiveness of the program based on local evaluation results and in the greater context of community needs. (Guide to Quality, 2001) | The program's professional development plan identifies professional development goals with benchmarks for individual staff members as well as targeted areas for the program as a whole. | Quarterly targeted professional development for all staff; Ensure opportunities for each staff member to meet their individual benchmarks and goals. | New areas for professional development are identified based upon recommendations from the local evaluation and the results of the program self-assessment. |
| Family events and activities are planned by staff from all program components and incorporate instructional elements from each component. | Research supports integration of services to create literacy rich home environments, multiple opportunities to interact with literacy, scaffolded interactions that build on knowledge and interests, and coordinated school | Staff identify specific learning objectives for each family event. Parents recognize and can describe the connections between the family event activities and what they are learning in the different program components. | Staff reflection about the effectiveness of the event in meeting the intended learning objectives. Parent/family feedback form completed after each family event. Targeted interviews with families related | Feedback from families as well as information from instructional assessments are used to identify the focus of family events and activities. |

| | | | | |
|---|---|--|--|--|
| | and home-based activities and instruction. (Whitehurst & Lonigan, 2001) | | to the activity. | |
| Program staff work collaboratively with teachers and other staff in the elementary school to support Even Start children's success in school. | Understandings of parental roles in fostering children's development and learning contribute in an important way to children's literacy and school-related outcomes. (Powell, 2001) | An individualized plan is developed collaboratively with the teacher and parent to specify learning supports and monitor progress. | Monitor the individualized plans monthly and revise as needed. | Seek input from elementary school staff on additional ways to collaborate in support of Even Start families. |